

11th Grade History Research Paper Rubric

Name: _____

Date: _____

Advisor: _____

History Teacher: _____

	4	3	2	1
Knowledge	<ul style="list-style-type: none"> -Demonstrates that author has gained in-depth new knowledge about the topic. - Makes connections and demonstrates insights about the historical context of the specific topic examined. - Shows strong understanding of the different phases of the research process. - Includes analysis of historiographical debate 	<ul style="list-style-type: none"> -Demonstrates that author has gained in-depth new knowledge about the topic. - Demonstrates some understanding of the broader historical context. - Shows strong understanding of the different phases of the research process. 	<ul style="list-style-type: none"> - Demonstrates some new knowledge about the topic and the significance of events. - Makes at least one larger connection. - Shows little understanding of the different phases of the research process. 	<ul style="list-style-type: none"> - Demonstrates minimal new knowledge about the topic and the significance of events. - Larger connections not made - Shows no understanding of the different phases of the research process.
Thesis	<ul style="list-style-type: none"> - Has a clearly defined, well-crafted thesis that directly answers a serious historical question. -Complex argument clearly presented and thesis serves to organize the entire paper. - Acknowledges and counters opposing viewpoints. -All aspects of the paper support the thesis. 	<ul style="list-style-type: none"> - Thesis adequately answers a historical question - Argument presented well and thesis serves to support most of the paper. - Most aspects of the paper support the thesis. 	<ul style="list-style-type: none"> - Thesis is present, but weak, too broad, or confusing. - Argument is presented weakly and thesis does not help organize most of the paper. - Some aspects of the paper support the thesis 	<ul style="list-style-type: none"> - No thesis. - Paper is predominantly narrative rather than argument. - No historical question answered.
Evidence	<ul style="list-style-type: none"> - Collects and presents specific, relevant, and accurate evidence. - Relies on leading historians in the field. - Use of key primary documents - Very effective use of at least three varied book sources, other sources, one scholarly article, and at least one primary source. 	<ul style="list-style-type: none"> - Collects and presents specific, relevant and accurate evidence. - Very effective use of at least three varied book sources, other sources, one scholarly article, and at least one primary source. 	<ul style="list-style-type: none"> - Collects and presents evidence that is not always specific, relevant or accurate. - Little use of at least three varied book sources, electronic sources, and one scholarly article. 	<ul style="list-style-type: none"> - Collects and presents minimal evidence that is not always relevant or accurate. - Uses fewer than three book sources. - Missing scholarly article. - Little evidence presented
Organization/ Writing Conventions	<ul style="list-style-type: none"> - Organized so that all the parts support the whole. -Makes elegant and effective transitions. - Clear, compelling introduction; the conclusion effectively synthesizes strands of the main argument. - Confident writing style; student voice is evident; writes with lively, engaging language. - Grammar and punctuation are nearly flawless. - Proper in-text citations and Works Cited list. 	<ul style="list-style-type: none"> - Organized so that most parts support the whole. - Makes effective transitions. - Clear introduction and well-constructed conclusion. - Writing is clear and focused; style is straightforward but not original. - Some grammar and punctuation errors, but does not impair understanding of content. - Mostly proper in-text citations and Works Cited list. 	<ul style="list-style-type: none"> - Organized so that some parts support the whole. - Makes some transitions. - Introduction and conclusion exist, but fail to set up argument. - Writing somewhat hampers understanding of content. - Numerous grammar and punctuation errors that interfere somewhat with understanding of content. - Few in-text citations and Works Cited list. 	<ul style="list-style-type: none"> - Rarely or never makes connections of the parts to the whole. -Rarely or never makes transitions. - Lacking discernible introduction or conclusion. - Writing is unclear with no particular style, individuality, or student voice. - Grammar and punctuation errors interfere with understanding of content. - In-text citations and Works Cited List are not properly used.
Presentation	<ul style="list-style-type: none"> - Student presents an engaging, insightful, and entertaining account of the research process and topic. - Presentation includes strong use of visual or audio component. - Student is able to answer questions and make strong connections during presentation. 	<ul style="list-style-type: none"> - Student confidently and strongly presents information that effectively supports the written paper. - Presentation includes some use of visual or audio component. - Student is able to answer most questions and make some connections during presentation. 	<ul style="list-style-type: none"> - Student presentation mostly consists of repeating information in the paper. - Presentation makes little use of an audio or visual element. - Student can answer some questions and make few connections. 	<ul style="list-style-type: none"> - Presentation is short and does not demonstrate much knowledge of subject. - No visual or audio element presented. - Student has difficulty answering questions and making connections during presentation.

Total Grade: _____

Assessors: _____

Comments: _____
